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ABSTRACT

Performance objectives and broad goals for listening, speaking, reading, and writing skills in French instruction are presented in this text. Cultural awareness and student attitude are also considered. Vocabulary and structure of the course are presented through three situations: shopping, meeting a train, and making vacation plans. Short films in French are to be used to illustrate these activities. Major structural elements are the introduction of the passe compose using "etre," the irregular verbs "sortir" and "venir," and the demonstrative adjectives. The form and position of commonly used adjectives are also reviewed. (RL)

ED 062 868

Le Français Moderne

Part II

7524.22

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DIVISION OF INSTRUCTION

Dade County Public Schools
Miami, Florida
1971

FL 003 154

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TABLE OF CONTENTS

COURSE DESCRIPTION 1

BROAD GOALS AND PERFORMANCE OBJECTIVES 1

COURSE CONTENT 10

SUGGESTED PROCEDURE 13

SAMPLE EVALUATION 21

REFERENCES 28

COURSE DESCRIPTION

The vocabulary and structure of the course will be presented through three situations: shopping, meeting a train, and making vacation plans. Short films in French will be used to show how these activities might take place in France today. The major structural elements are the presentation of the passé composé using être, the irregular verbs sortir and venir, and the demonstrative adjectives, as well as the form and position of the most commonly used adjectives. This quin is designed for the students who have mastered the skills of 7524.21. The language of the classroom is French.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

A. Listening Skills

The pupil will show his:

1. understanding of the target language spoken at normal tempo. Given a simple command or request, the student will carry out the activity requested by the teacher.
2. comprehension of new arrangements of familiar content.
   a. Given a group of 15 incomplete sentences dealing with the structure and vocabulary of the quin, the student will choose the correct multiple choice item for eleven.
   b. Given twice an incomplete statement and three possible completions, the student will select a-b-c according to

which is the best completion.

3. understanding of conversations based on everyday situations.

   After listening to a brief (4 to 6 line) conversation based on materials taught and being given orally ten incomplete sentences with three possible answers, the student will choose the correct completion.

4. understanding of questions about his own usual activities in and of school.

   Given orally five questions pertaining to his own activities, the student will demonstrate his comprehension by answering the question in complete sentences in English.

5. ability to infer the meaning of words from the context in which he hears them.

B. Speaking Skills

The pupil, according to his levels of maturity and achievement with proficiencies acceptable to the teacher, will:

1. imitate conversations of models at natural speed.

   Upon hearing a sentence spoken by a native in the absence of visual cues (e.g. in a laboratory situation), the student will reproduce the sentence pattern according to the model.

2. discriminate among sounds.

   a. Looking at series of words with similar but different sounds, the students will differentiate the words orally.

   b. Hearing five pairs of words, one in English and one in French, similar in sound, the student will indicate which is French.

3. speak with acceptable intonation.

   a. The student will recite aloud a declarative sentence giving approximately equal stress to each word, with his voice rising in mid-sentence and falling at the end.

   b. The student will ask a yes-no question by having his voice rise at the end of the question.

   c. The student will ask an information-type question by making his voice fall at the end.

4. perform necessary changes in form and order.

   a. Upon hearing sentences in the present tense, the student will change them to the passé composé.

   b. Upon being given sentences orally, followed by an adjective, the student will insert the adjective into the sentence in the proper place and in the proper form.

   c. Given orally sentences containing direct and indirect object pronouns, in the present tense, the student will transform sentences to the passé composé, maintaining the proper position of the pronoun.

5. manipulate previously-mastered conversations.

   a. When given a question to ask another student, the student will rearrange the order and form of the sentence so as to transform it to direct discourse.

   b. Given a dialog adaptation, the student will use the appropriate vocabulary and structure while conversing.

   c. Given five questions orally on materials taught, the student will respond intelligently to three.

6. answer questions about his usual activities.

   a. Given a question asking for information in the passé composé the student will answer logically, by providing the necessary information while maintaining proper word order.

   b. Given a yes-no question in the passé composé the student will respond negatively, inserting the ne and the pas in the sentence in the proper order.

7. ask questions relating to his usual activities.

   a. Given cues for five questions the student will compose questions to ask a classmate, using the tu form of address and the passé composé of both avoir and être verbs.

   b. The student will compose a passé composé question to ask the teacher, using the vous form and both avoir and être verbs.

   c. The student will compose a negative question in the passé composé, maintaining position of the negative elements in both and est-ce que sentence and one in inverted order.

8. use culturally acceptable form.

   Given a situation in which he might be placed, the student will differentiate between friends or peers and those people to whom he must show respect by speaking to the former in tu forms and to the latter in vous forms.

C. Reading Skills

According to his levels of maturity and achievement, the pupil will show his:

1. awareness of regular sound-letter correspondence.

   The student will read aloud, taking care to differentiate among the various vowel sounds and avoiding the sounding of silent consonants.

2. skill of oral reading as evidenced by correct intonation and juncture.

   a. The student will vocalize in seven out of ten sentences the type of sentence he is reading (e.g. declarative, interrogative, exclamatory).

   b. The student will prove his understanding of liaison by sounding final s and t before words beginning with vowel sounds in given combination (pronoun and verb, adjectives and nouns, ets.) in three out of five.

   c. The student will avoid liaison in the case of the conjunction et and in the use of the aspirate h.

3. skill of reading with direct comprehension of what has been mastered audio-lingually.

   a. Reading five statements each followed by three rejoinders, the student will mark a, b, or c as the correct rejoinder for at least three.

   b. Reading a dialog not previously studied, the student will explain the content in English.

   c. Reading a narration the student will mark a, b, or c the correct completion for six out of ten questions.

4. skill of reading materials that recombine materials already learned audio-lingually.

   a. Given a list of true-false statements relative to the reading selection, the student will indicate <u>vrai</u> or <u>faux</u>.

   b. Given a statement with three rejoinders, the student will choose a, b, or c as the best rejoinder.

5. skill of reading specifically written materials that introduce new vocabulary and new grammar progressively.

   a. Given a magazine written for students, including a list of new vocabulary, the student will find the answers to written questions and read them aloud from the magazine.

   b. Given a story of 70-80 words, incorporating new material, the student will express in English five ideas presented.

D. Writing Skills

According to his levels of maturity and achievement the pupil will:

1. copy in French that which he has previously heard, spoken, and read.

   Given a sentence, the student will be able to reproduce it accurately on paper with 100% proficiency.

2. write from dictation in French what he has already spoken, heard and seen.

   Given a sentence orally, the student will write it, observing correct orthography and accents.

3. write, demonstrating competence in the use of punctuation.

   Given a series of sentences, the student will write what he hears, putting the appropriate commas, periods, question marks, etc. at the direction (in French) of the teacher.

4. write exercises requiring minimal structural changes.

   a. Given sentences in the present tense, the student will rewrite them in the passé composé.

   b. Given sentences in the present tense using the verbs <u>partir</u> and <u>venir</u>, followed by five new subjects, the student will

rewrite them substituting the other subjects given and making the necessary changes of form of the verbs.

c. Given sentences containing an adjective, followed by a noun in parentheses, the student will rewrite the sentences with the accompanying change in the adjective.

5. express himself in a limited way by working only with parts of a sentence.

The student will complete a sentence upon being given the first few words thereof, following the tense used in the fractional sentence and choosing a phrase which is both logical and correct structurally.

6. write anwer to oral questions or rejoinders which have been practiced.

a. In response to oral questions based upon the vocabulary and structure of the quin, the student will write an answer in a complete sentence using the same tense in response as in the question.

b. Upon reading a statement, not necessarily a question, the student will write an appropriate response which is structurally correct.

7. construct original sentences following a model with a controlled vocabulary.

a. Given a list of verbs, the student will compose original sentences in the passé composé using these verbs.

b. Given a list of adjectives, the student will compose original sentences which show the position of these adjectives in relation to the nouns they modify.

8. replace portions of sentences, keeping the sentence structure intact.

Given sentences with several items underlined, the student will rewrite the sentence choosing, from a list provided, suitable items to make replacements so that the result will be several new sentences, each of them maintaining logic and structural accuracy.

9. rewrite a paragraph, changing one key structural element and making all other consequent necessary changes.

a. Given a paragraph written in the passé composé, the student will transform the subject of the first sentence of the paragraph from masculine to feminine and make all the changes the change in gender will indicate.

b. Given a paragraph describing activities taking place in the summer, the student will replace summer with winter and make all the appropriate changes.

10. write an original dialog.

Given a situation and the opening line, the student will write an 8 to 10 line dialog involving two people, using vocabulary and structure already mastered.

E. Cultural Awareness

According to his levels of maturity and sensitivity, the student will:

1. prove knowledge of the geography of France.

The student will identify on an outline map of France selected cities, rivers, and mountains of France.

2. describe shopping expeditions in France.

The student will describe orally the places one must go to find the selected items indicated by the teacher.

3. describe vacationing activities in France.

The student will describe orally where in France one might go for a vacation, and what one might do there.

4. explain the system of trains in France.

a. availability

b. physicel make-up

c. cost

F. Attitude

The student will:

1. identify several reasons for studying a foreign language.

a. Given discussion groups, he will participate.

b. Offered several projects, he will choose and participate

(1) Read in English about France.

(2) Create an artistic work.

(3) Write a paper.

2. express a positive attitude toward foreign language.

Given an attitudinal questionnaire the second and ninth weeks, he will indicate a positive attitude.

3. pursue actively further study of the target language and culture.

a. Given an opportunity, the student will join a language club.

b. Given an opportunity, the student will seek and correspond with a pen pal.

c. Given an opportunity, the student will seek and develop any number of various relative projects.

(1) Read Paris Match or another French language adult publication.

(2) Participate in a field trip to a French restaurant.

(3) Read.

COURSE CONTENT

A. Vocabulary

Nouns

la gare	l'Angleterre	le boulanger	le soleil
l'ennui	l'histoire	le pâtisserie	le printemps
l'Espagnol	l'Allemand	la crémerie	le cadeau
le conseil	le soie	les nouvelles	la campagne
le tricot	la pantoufle	l'hiver	la voie
le plaisir	le pâtissier	le séjour	l'Espagne
la valise	la charcuterie	le rocher	l'Américain
le teint	les vacances	l'Italien	l'écharpe
la montagne	la frontière	l'Amérique	la boulangerie
l'automn	l'Italie	le mouchoir	le crémier
le voyage	l'Anglais	le charcutier	la librairie
l'Allemagne	la grand'mère	le libraire	le ski nautique
			l'été

Verbs

venir	accompagner	emprunter	se promener
offrir	coûter	nager	sortir
réfléchir	profiter de	partir	compter
envoyer	devenir	s'habiller	expliquer
revenir	désirer	voler	espérer
			ressembler à

Adjectives

fatigué	sympathique	ce (cet, cette, ces)
chaque	pire	
bronzé	difficile	

Adverbs

en retard	vite	d'abord
bientot	donc	

Idiomatic Expressions

bien sûr	faire plaisir à	rien de (adj)
pas du tout	avoir besoin de	tout simplement
mon vieux	sans blague	faire la connaissance de
se rendre compte	d'un certain âge	quelque chose de (adj)

Suggested Supplementary Vocabulary

Nouns

le Canada	le Portugais	la boutique	le lingerie
le Belge	le poisson	l'oiillet	La Belgique
le Portugal	la viande	le rayon	le Russe
le boucherie	le lilas	le voyageur de commerce	
le veau	le langage	le Mexicain	le boucher
l'escalier	la fumée	le Russie	le jambon
l'amitié	le Mexique	le Suisse	le vélo
le chèque	le Chinois	le poulet	le porte-monnaie
le Canadien	la Suisse	la bicyclette	la caisse
la Chine	la poissonnerie	la marguerite	

Verbs

acheter	déranger	tirer
signifier	pousser	payer

Adjectives

cher	merveilleux	loué

Adverbs

vraiment

Idiomatic Expressions

faire du cheval	faire de la voile	une aller et retour
le pique-nique	à l'heure	en solde

B. Structure

1. Present tense of sortir (partir), venir (revenir, devenir, tenir)
2. Irregular past participles of lire, avoir, être, faire
3. Use of être as an auxiliary verb in the passé composé, with a list of the intransitive verbs of motion which are conjugated with être
4. Use of the demonstrative adjective ce (cet, cette, ces)
5. Use of adjectives before the noun, in the singular and in the plural, with special stress on the three (beau, nouveau, and vieux) which have alternative masculine forms
6. Use of the direct and indirect object pronouns with the passé composé (not including agreement of the past participle with the preceding direct object

SUGGESTED PROCEDURES

Week One

1. Present dialog 12 and listen to it via tape.
2. Use an outline map of Europe and, supplying the additional vocabulary, have students label major countries. They should be able to identify in French the inhabitants of each country and tell the language spoken.
3. Do the dialog adaptation.
4. Teach sortir and venir in the present tense.
5. Teach the past participles of four irregular verbs--lire, avoir, etre, faire.
6. Use issue of Ça Va which deals with going to a station and buying a train ticket.
7. Use the ALM workbook to do written exercises involving:
   a. unscrambling lines from dialog 12.
   b. changing sentences from the present to passé composé.
   c. completing sentences in the present tense (sortir, partir, venir).
   d. choosing from a list of questions given, the ones which would provoke the answers given.
8. Use Curriculum Bulletin 20-H for narrative "La Langue Francaise." Read aloud and answer orally the questions given at the end.

Week Two

1. Teach the passé composé with être.
   a. Present list of intransitive verbs using être, pointing out that they must be memorized, and that they may be grouped in pairs of opposites. Point out the agreement of the past participle with the subject.
   b. Use laboratory to drill present to passé composé exercises.
   c. Using a stopwatch, have students go to the chalkboard, receive an infinitive on a piece of paper, and write a complete sentence with that verb in the passé composé. The student with the shortest time "wins."
   d. Have students divided into five-man teams. Prepare a negative or interrogative sentence in the passé composé. Write each word on a separate flashcard and hand the packet of flashcards to the team. They must each hold a card and stand in such a way as to form a correct sentence. This is also timed with a stopwatch.
2. Drill the dialog and give dictations (three lines) from it.
3. Use the workbook for the following:
   a. Person-number substitution drill with être verbs
   b. Changing indirect discourse to direct
   c. Transforming sentences in present to the passé composé
   d. Answering questions stated in the present tense with the passé composé
   e. Translation drills
4. Use Curriculum Bulletin 20-H for the narrative "L'Ambition de Jeannot".
5. Ask questions about the dialog.

Week Three

1. Do replacement drills, switching from avoir verbs to être verbs.
2. Teach idiomatic expressions el devrait, avoir l'air, pas encore.
3. Teach directed dialog.
4. Show film, Un voyage par le train, using the synopsis and the vocabulary list in the teacher's guide which goes with the Hachette series. Introduce the vocabulary prior to showing the film, and explain what they will see.
5. Use the workbook for the following:
   a. Rewriting a narrative using a list giving past participles in the spaces left blank
   b. Replacement drills
   c. Changing a paragraph by assuming the author is a girl rather than a boy.
   d. Changing a conversation between a boy and a girl to one between two boys.
   e. Determining whether the author of a given statement is French or American according to what is said.
6. Read the narrative at the end of Unit 12 and answer orally the questions found there.
7. Have students say selected lines of dialog in response to English cues.

Week Four

1. Present and drill dialog 13
2. Add to the supplement a list of dealers and the names of their shops and drill orally who sells what and where one goes to buy given items.
3. Use the dialog adaptation.
4. Teach demonstrative adjectives, ce, cet, cette, ces.
5. Use Ça Va, April 1970, to read about le drugstore in Paris, and what one buys there. Ask questions about it, using the teacher's guide which comes with the magazine.
6. Use workbook for written exercises:
   a. Unscramble French dialog lines to match accompanying English lines.
   b. Fill in blanks with ce, cet, cette, or ces according to the noun used.
   c. Write rejoinders, using the above demonstrative adjectives.
7. Use Curriculum Bulletin 20-H for "Le Cadeau." Read it and use the attached questions appropriately.

Week Five

1. Teach adjectives preceding nouns, with stress on those having three forms.
2. Use lab to drill the dialog and give dictations from dialog 13.
3. Use the workbook for the following:
   a. Rewriting sentences containing adjectives by inserting new nouns
   b. Matching places to go with what to buy

c. Rearranging sentences so as to show the alternative masculine form of certain adjectives

4. Show the film, Véronique achète. See Week Two for suggestions as to its use.
5. Use Curriculum Bulletin 20-H for the narrative "Les Revenants."
6. Have students imagine that their birthday is approaching and write a short paragraph describing gifts they would like to receive.
7. Review use of the passé composé with avoir and être in the lab.

Week Six

1. Teach idiomatic expressions avoir besoin de, quelque chose de, rien de, ressembler à.
2. Use directed dialog to change indirect discourse to direct.
3. Do free replacement drills orally, books open. Assign written sentences for homework and review each paper with its author the next day.
4. Use workbook for:
   a. Double-item substitution drills, stressing adjectives
   b. Rewrite narrative, filling in blank with list of vocabulary
   c. Translation drills (English to French)
5. Show film, Chez la fleuriste. See Week Two for procedure.
6. Have students choose one of the conversation stimuli at the end of Unit 13 with which to create an original dialog, between two people and eight to ten lines long.
7. Read the narrative at the end of Unit 13 and answer the questions about it.
8. Have students recite the lines of dialog 13 in response to English cues.

Week Seven

1. Present and drill dialog 14.
2. Use map of France to show where one might vacation at various seasons of the year. Students should be able to come to the map and point out the mountains, rivers, major cities, and coastal resorts.
3. Review orally the months and numbers, tying these in with the seasons.
4. Use the dialog adaptation orally.
5. Use the second edition ALM French level one book, beginning pages of Unit 15 for a parallel dialog dealing with vacations, and some supplementary vocabulary.
6. Teach plural forms of adjectives preceding nouns.
7. Use the workbook for the following:
   a. Arranging French dialog lines in the same order as attached English lines
   b. Completing a narrative containing blanks with words from an attached list
   c. Do number substitution drills involving preceding adjectives

Week Eight

1. Do expansion drills, showing how to add two adjectives to a sentence.
2. Teach the use of direct and indirect object pronouns with passé composé.
3. Ask questions in French about the dialog.
4. Teach the use of the idiomatic expressions profiter de and infinitive, passé composé of devoir and infinitive, and the placement of

short adverbs in sentences in the passe compose.

5. Assign writing of original sentences using the items in #4.
6. Use Ça Va issues, May and June 1970, or a continued story of two young people on a bike hike in France. Also mention the Tour de France.
7. Use the workbook for:
   a. Expansion drills.
   b. Selecting rejoinders from a list supplied to match with the statements given.
   c. Writing affirmative answers to questions using the correct object pronouns.
8. Use Curriculum Bulletin 20-H for the narrative "Les Vacances."

Week Nine - Completion of unit 14 and Evaluation

1. Do dictations from dialog 14 (three lines at a time).
2. Do the directed dialogs.
3. Do the free replacement drills orally and on paper.
4. Use the conversation stimuli found at the end of Unit 14, create original two-party dialogs, 8 to 10 lines in length.
5. Use the workbook for an oral exercise, in which the student reads aloud a sentence or two and then tells what month in which this activity takes place.
6. Read narrative at the end of the unit and answer questions about it orally.
7. Evaluation--a two-day test involving the testing of listening skills, speaking skills, reading and writing skills and cultural awareness.

Suggested Expansion of Materials

Lisons is a delightful book that will encourage students to read and experience pleasure. Although it is called a Level 1 reader, if the students have not read all the stories, they should be enjoyed at this time.

Another reader which is most attractive and contemporary is C'est la Vie. The articles in the book originally appeared in popular French magazines.

Some of the films in the En France series are quite appropriate. These are on 1-inch video and 16 mm and available from the County Audio-Visual Center.

Véronique Achète - A shopping expedition of a young woman from the provinces including the vocabulary of these activites.

Voyage par le Train - Deals with buying a ticket to Reimes. shows atypical French train with five people, one of whom behaves strangely. Emphasis on beau, belle, nouvelle, être en retard, avoir du retard.

Chez la Fleuriste - Shows men shopping in a florist shop and ir a department store. Emphasis on prepositions and adjectives, tout and beau.

The magazine, Ca Va - April, May, June 1970 issues. These issues deal with buying a train ticket, buying objects in Paris, and spending a vacation on bicycle.

SAMPLE EVALUATION ITEMS

A. Listening Comprehension - Objective A.2.b.

The teacher will record the following series of incomplete sentences on tape to be played in class. Each question will be read twice. Each of the possible answers will be spoken twice. The student will write a, b, c according to which is correct.

1. Pour prendre les billets de train, on va _____.

   a. en retard b. à la gare c. à la table

2. Dépêchons-nous, nous allons être _____.

   a. encore b. bientôt c. en retard

3. Nous sommes _____ de la maison à 8 heures.

   a. pris b. partis c. appris

4. Ma cousine ressemble_____.

   a. à la maison b. a midi c. a mon oncle

5. Attendez-moi! je_____.

   a. vous accompagne b. t'accompagnez c. les accompagne

6. Quand il fait beau, je profite du_____.

   a. conseil b. pareil c. soleil

7. Marc me rend le tricot qu'il m'a _____.

   a. emmené b. emprunté c. porté

8. Hier je ne suis pas sorti parce qu'il _____.

   a. a pu b. peut c. a plu

The following will be read aloud twice with instructions that the answer is to be the most logical one that a second person would say.

9. Est-ce que la politique vous intéresse?

   a. pas tout de suite

   b. pas du tout

   c. pas tout droit

10. Je viens de manguer le train!

   a. Dépêchons-nous

   b. bientôt, j'espère

   c. Tu es arrivé en retard?

11. Comment votre ami Jean s'habille-t-il?

   a. en face du Louvre

   b. une robe rouge

   c. comme beaucoup de jeunes gens

12. Pourquoi voulez-vous acheter un tricot?

   a. J'en ai besoin

   b. J'en ai assez

   c. Je n'ai pas d'argent

13. Je ne peux pas acheter ce scooter

   a. Il est formidable!

   b. Quand l'as-tu acheté?

   c. Comment? il coute trop cher?

14. Tu as recu ma lettre?

   a. Oui, elle n'a fait plaisir

   b. Non, elle ne l'a pas fait

   c. Oui, il me plaît

B. Speaking

1. Imitate conversation of models - Objective B 1.

The native speaker will utter a sentence and pause, and the student, at that time, will reproduce the sentence.

2. Answer questions given twice by a voice on a tape. Objective B 5 c.

The student will hear a tape asking the following questions and he will record his responses.

a. Christian n'est pas encore arrivé?

b. Quand vous arrivez à l'école à midi, est-ce que vous êtes en retard?

c. Quel âge a votre grand'mère?

d. Qu'est-ce que vous comptez faire pendant les grandes vacances?

e. Venez-vous au cours de francais tous les jours?

C. Reading - Objective 4 b.

Read and choose the correct rejoinder.

1. Jacques est tombé et on l'a emmené chez le docteur.

a. C'est grand?

b. C'est un gant?

c. C'est grave?

d. C'est à la gare?

2. Quand allez-vous revenir nous voir?

a. Je suis venu hier

b. Je viens d'arriver

c. Je suis revenu

d. Je vais revenir bientôt

3. Je n'aime pas ses histories.

   a. Moi non plus, elles m'ennuient

   b. Alles m'emmèent, moi aussi

   c. Alles m'entendent, pourtant

   d. Moi non plus, j'aime mieux le train

4. Il y a un accident la-bas!

   a. Qu'est-ce est arrivé?

   b. Qui est arrivé?

   c. Quand est-elle arrivée?

   d. Quand va-t-il arriver?

5. J'ai pris le train pour venir.

   a. Allons à la gare

   b. Ils viennent de partir

   c. Quand es-tu parti?

   d. Il devrait venir

6. Read the following and answer the questions which follow

   Antoinette et Marie sont allées au magasin pour acheter un cadeau. C'est demain l'anniversaire de la mère de Marie et elle n'a pas encore trouvé un cadeau. Elles sont devant le rayon des écharpes et Marie parle avec la vendeuse.

   "Combien coûte cette écharpe?"

   "La verte ou la bleue, mademoiselle?"

   "La verte, bien sûr. Je la trouve très jolie. Elle va faire plaisir à ma mère, j'en suis sûr."

   "Quatre-vingts francs, mademoiselle, et vous avez de très bon goût. C'est une écharpe magnifique."

   "Quatre-vingts francs! Mon Dieu! ah, non! Maman a déja assez

d'écharpes.

Cherchons quelque cose de moins cher."

a. Où les filles sont-elles allées?

(1) au magasin (2) la-bas (3) chez elles

b. Pour qui ont-elles besoin d'un cadeau?

(1) leur mere (2) la mère de Marie (3) le professeur

c. Qu'est-ce que Marie regarde dans le magasin?

(1) les viandes (2) les écharpes (3) les vendeuses

d. Est-ce que Marie pense que sa mère va aimer l'écharpe verte?

(1) bien sûr (2) pas du tout (3) l'Italienne

e. Pourquoi Marie n'achète-t-elle pas cette écharpe?

(1) elle n'est pas jolie (2) elle est verte (3) elle conte trop cher

D. Writing

In each of the following sentences, substitute for the item indicated, following this example. - Objective D 5.

le garçon est sympathique (garcons)

les garçons sont sympathiques

1. Voilà une belle jeune fille. (garcon)
2. Cette voiture est neuve. (mouchoirs)
3. Mon frère est allé chez Alain. (sont)
4. Il a fait ses études à Paris. (ils)
5. Pierre a attendu su magasin. (resté)

Change these to the passé composé - Objective D 4 a.

1. Paul parle francais.
2. Elle va à la gare.
3. Nous sommes en retard

4. Vous avez un ami espagnol?

5. Ils viennent avec nous.

6. Pourquoi sors-tu?

7. Je pars de Paris.

8. Il lit un roman.

9. Nous faisons nos devoirs.

10. Vous restez ici?

E. Culture Awareness - Objectives E 1, 2, and 4

1. Read the following statements and indicate whether each is vrai or faux.

   a. La Suisse, l'Italie, et l'Allemgne touchent à la France.

   b. En Belgique on parle francais.

   c. Les Américains parlent anglais.

   d. On va à la pâtisserie pour acheter une robe.

   e. On va à la gare pour prendre un avion.

   f. Les grandes vacances sont en été.

   g. Les Français sont souvent en vacances en octobre.

   h. Un crémier ne vend pas de poulets.

   i. On ne parle pas français dans les Alpes.

   j. On ne peut pas aller de Paris à Reims en train.

2. Write a paragraph on French trains and travel.

F. Attitude

1. The teacher will offer during the first week many possible extra projects and encourage individual participation.

   Objectives F 1, 2.

2. The teacher will provide at various times an opportunity for discussion. Free participation will be encouraged and noted.

   Objectives F 1, 2.

3. The teacher will create an original attitudinal questionnaire or secure a commercially prepared form and make record of the responses. Objective F 3.

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Audio-Visual Materials

Motion Pictures

1. Chez la Fleuriste. Hachette, 14 min. B&W.

2. Veronique achete. Hachette, 14 min. B&W.

3. Voyage par le train. Hachette, 14 min. B&W.